

Application of Literature in the Teaching of English in Fifth of Secondary

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Abstract

This work aims to highlight the importance of literature in the teaching of English at the secondary level, as a pedagogical resource and thus be able to improve the linguistic competence of students in the foreign language classroom. For this, we inquire about the role played by literature within the teaching-learning methods of a second language (English).

It begins with a brief tour of the use that has been given during the different methodologies implemented in the various stages. Likewise, they are reflected and argued different reasons why literature constitutes an enriching didactic material. In order to show you the benefits that its use contributes to the students and we analyze how it is integrated within the regulations.

Current secondary education. In addition, creative writing is exposed as a method to work the different skills, effective with benefits for both students and teachers. Finally, the literary criteria used during the practice are reasoned, through a survey made to the student's object of the work based on what is stated in the theory, demonstrating at the end the feasibility of using literature in the classroom.

Keywords: Literature, linguistic competence, Secondary Education.

Introduction

In 21st century society, we must prepare students to live in a multilingual world, where mobility between countries, both in education and in work, will be more frequent. That is why in our country Dominican Republic we are committed as a member of a society to promote knowledge of other community languages; so that there are more and more schools where bilingual education programs have been implemented.

Therefore, for the teaching of a foreign language it is important to have resources that facilitate your acquisition in a way that is motivating for the students. We believe that literature is the resource par excellence, since it is an authentic material that, among other things, allows students to acquire new vocabulary and grammatical structures that help them in their practice of linguistic skills.

“Fantasy is escapist, and that is its glory. If a soldier is imprisoned by the enemy, don't we consider it his duty to escape?. If we value the freedom of mind and soul, if we're partisans of liberty, then it's our plain duty to escape, and to take as many people with us as we can!” Ursula K. Le Guin: *The Language of the Night: Essays on Fantasy and Science Fiction* (p. 204, Ultramarine Publishing, 1979).

The importance of literature within the teaching of a second language has undergone many changes throughout the history, it has gone from having a huge status to disappearing completely from the classrooms; However, the important increase in articles and pedagogical currents that have highlighted the possibilities of using literary texts to teach and improve the learning of a second language, has made progressively literature has been included more and more in the educational proposals of the teaching of English in the classrooms of our educational centers.

However, despite the fact that its use is more widespread today, we believe that it is not yet firmly established, much less in Secondary Education. Therefore, in this paper we

intend to demonstrate the importance of the application of literature in the teaching of English at the secondary level, showing the great number of advantages that the work of this has for our students. Further, we believe that through the use of literature we encourage the development of four basic competences of the students and we do it through activities based on the interests, tastes and motivations of the students, without using textbooks where the options of choosing by the students are almost nulls.

Literature has been viewed throughout history as a means to escape from the reality and the daily routine, which makes the reader enjoy other realities, characters, situations, times, etc. It's not just entertainment and personal enrichment for those who read it, but also for the writer himself, since it is the most personal expression of self: the writer takes over the words and transmits with them the deepest of his be. By its own communicative nature, literature is an instrument capable of educating and transmitting knowledge, besides being an artistic expression, is undeniably an excellent source of cultural and linguistic information that can help students to familiarize not only with new sociocultural histories and environments, but also with structures of foreign language that is being learned, both written and oral, that will expand your perception of language abilities.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references.

Chapter I: Introductory Part of the Investigation

Statement of the Problem

The functionality of the Literature in the teaching-learning of Foreign Languages has always been linked to the theoretical currents and to the critical tendencies of the moment. Since in the structuralism approaches the expression and oral comprehension occupied a privileged place in the objectives of the teaching-learning of languages, the literature ceased to have the importance that the grammatical translation method had conferred on it. The grammar translation method used the literary text to comment on texts, to translate or to study grammatical aspects.

Its inclusion in the curricula had very little to do with considerations of methodological order, it was partly due to the description of the nature of the literary text, which was associated with an elitist conception of language and linguistic phenomena. Literary works were seen as samples of the most exclusive uses of language. But all these arguments were not sufficient to justify their use, since they did not provide any objective that could not be achieved without the presence of these.

Justification

Literature has been present throughout history in all literary genres at different times and it is through it that we know the feelings, the fears and the most intimate needs of the human being. This being an important part in learning a language that should not be underestimated. Literature is a tool that puts at our disposal something more than knowledge; transmits experience, adventure, a new way of discovering something different.

This is why the lack of it in the school is something that we should put more interest, since it is the main problem with which students are in this center educational. Therefore, our purpose is to show teachers and students the great importance of the application of literature in the teaching of English.

For this reason we can take the application of literature so that through it you can run a series of teaching strategies for good teaching in the English language class that encourages a culture anchored to the enjoyment of literary appreciation while learning a foreign language.

Objective

General Objective

To analyze the application of literature in the teaching of English in the fifth year of high school Leonidas Ricardo Roman, of the Educational District 01-09.

Specific Objectives

1. To propose the use of literature in English as a useful resource for the acquisition of English as a second language.
2. To investigate the role of literature in teaching in English classrooms in fifth grade.
3. To implement a didactic proposal based on the inclusion of literature within the English classroom at the secondary level of the Leonidas Ricardo Roman High School.

To respond to the research objectives we ask the following questions:

Research Questions

1. What is the use of literature in the teaching of English as a resource for the acquisition of a second language?
2. What is the role of literature in the classroom in terms of teaching English at the secondary level?
3. How can we make a didactic proposal based on the inclusion of literature in the English classroom at the secondary level of Leonidas Ricardo Roman High School?

Delimitation

The following research study was defined in the educational center of Leonida Ricardo Roman high school, belonging to Educational District 01-09, of Valverde province, Mao, Dominican Republic. The problem under study is about the application of literature in the teaching of English in the fifth year of high school. It was conducted during the period from August to December of the current school year 2018-2019.

Geographical Context and Historical Backgrounds

Identity of the Center. The high school Leonidas Ricardo Roman was created at the request of the Directorate of Educational District 09-01, in the person of Mr. Pedro Celestino Rodriguez, and with the support of the Regional in the person of Mr. Santiago Peña Taveras, endorsed by the Secretary of State for Education, in the person of its head Dra. Milagro Ortiz Bosh, on February 18, 2004, leaving in operation the first, second, third, fourth, middle level in the general modality, working with the code 27005232. This arose from the concern expressed by the residents of the sector of Hatigo, where their children and friends had to travel to the high school Juan de Jesus Reyes only school that worked in

the public sector in the urban area, distant several kilometers from the sector. His name honors the memory of the outstanding educator who was the first director of the high school President Trujillo in 1948. (Operations manual for the school year 2003-2004).

Philosophy of the Center. This educational center has as a philosophy the formation of the intellectual potentialities, which contribute in parallel to the ethical and moral education of the students, by offering a quality education, where teachers and directors through an organized work and a team with full knowledge of the spirit of the institution with the mission to surrender professionally to this task. We understand that the intellectual offer of the student must be allied to moral standards to achieve that knowledge enriched by science is in harmony with the permanent values of man.

Mission. To provide the educator with a quality education in the face of the new times where they can discern between the pedagogical proposals of fashion and rescue those that do not undermine the human values of educators as they are: truth, justice, equity, responsibility and solidarity of the same.

View. To be an identity that shapes the intellectual, ethical and moral potential of the students by offering a quality education, with professors and directors capable of offering a work organized in a team with full knowledge of the spirit of the institution.

Principles of the Institution. This center has as a guiding principle to take the school dimension; the practice consists of the foundations of a democratic communication based on:

1. Equal opportunities
2. Responsibility for their actions not only before, but also before the social environment.
3. Respect for it

4. Promotion of the search for the common good.
5. Tolerance in the discretion of ideas.
6. Creativity in the formulation of proposals
7. Criteria in the selection of alternatives

Each of the following principles is intended to stimulate the coexistence regime.

Location of the Center The educational center is located in the urban area (entrance of the city), easy access to students, teachers and the community in general, its limits are:

- a) To the north: the residential complex Los Multis
- b) To the South: the Union of Guaguas Bello Atardecer
- c) To the east: Patio of the basic school Dolores Vda. Bogaet.
- d) To the west: street Bellarminio Rodriguez

Social situation. a) Demography: this center is immersed in a population of approximately five thousand inhabitants, where the female sex stands out, and the ages range from 0 to 95 years. b) Youth risk: young people in this community are affected by various situations which can be cited: lack of opportunities, family breakdown, low economic and social level, and little motivation for studies, lack of integration of parents in the educational process, traffic and drug consumption, transculturation. These situations interfere in school performance, and in compliance with the rules of coexistence of the center.

Start of Educational Work. When they began their educational work, a group of people interested and concerned about the education of their children and friends started the negotiations so that this center of the public sector became a reality, among them:

1. Lic. Juliana Reyes (today Principal)
2. Mrs. Yanina Francisco (deceased)
3. Mr. Ramon Tejada (Faust, deceased)

4. Mr. Julian Garcia (deceased)
5. Mr. Rafael Baez
6. Lic. Bernardo Rodriguez (among others)

At the beginning of working with these students in unfit conditions to work, since there were no adequate facilities, only an address borrowed from the old school Dolores Vda. Bogaet, where the Fidelina Reyes work school and a zinc-built rescheta, with an uncut block, without a door or window, and a zinc arbor, operated the 4 sections of the center in the two facilities, since for 2004/2005 it increased another fourth section, also without toilets or sports facilities. However, efforts were made to short and long term to get this start to what is now our high school and for that we formed a commission to knock on doors of personalities and public and private institutions of the community in order to solve precariousness of the center, between them.

1. Plantations of the North
2. Municipal Town Hall in the person of Dr. Odalis Rodriguez, Sindico
3. City Hall in the person of Mr. Julio Cesar Estevez.
4. ASOBANO in the person of Mr. Jose Peralta
5. The Deputy Manuel Guichardo
6. Deputy Ruben Peñalo
7. People of the community

By self-management of the school management in the person of Lic. Julian Reyes and management group was built a three classrooms and reconstructed two by the then management of the Noroestana Association of Savings and Loans of Mao, in the person of Dr. Dario Uncle, who identified with the school had as a program to help express local

education through the construction of school buildings, thus encouraging education.
(Operations manual for the school year 2003-2004).

Antecedents

In the research conducted, it was found that the investigative works that are most related to the theme of the present project are:

In some previous studies, Akhter (2014) carried out a research called "The effectiveness of the application of creative literature in English language learning: a comparative study between the middle and elementary level of Bangla's English". The objective of this study was to determine the effectiveness of the application of literature in language learning and to make a comparison between literature and the medium in English. The results showed that students from both media, such as the use of literature, positively influence language learning and participants were more motivated to participate in creative tasks such as stories, poetry, description of images, compositions and letters personal therefore, it can be said that literature can be used as an effective language learning tool for students. This study contributed to my research regarding the development of the application of literature that students found interesting to work with.

In addition, Tok and Kandemir (2014) developed an experimental study called "Effects of creative writing". Activities on student achievement in writing, writing arrangements and attitude towards English. "This study investigated the effects of the use of creative writing activities on the performance of seventh-grade students in writing skills at a primary school in the city center of Denizli, Turkey, in 2013. The study group consisted of 17 women and 14 males. The results of the study showed that the application of creative writing activities is effective in increasing the development of writing in English by seventh graders.

In addition, it was also found that the use of creative writing activities had a positive effect on the writing arrangements of 5th grade students. Based on these results, it can be suggested that creative writing activities can be used in high school students in the English course to increase students' performance in writing skills and allow them to write more.

Definition of Terms

According to some authors and dictionary it provides the following glossary:

Literature: According to Royal Academy of Language Online, Literature is formally distinguished as an artistic expression and also as a set of texts with certain characteristics and arising from a context that can be historical, social or cultural.

Teaching: According to Fernandez, it is the process by which a qualitative and quantitative change in the behavior of the subject is provoked, thanks to a series of experiences with which it interacts; those behaviors that appear or improve are eliminated thanks to natural response tendencies, to the maturational sequence or to the temporary states of the learner.

Linguistic Competence: According to Chomsky, the concept refers to knowledge of certain rules while communicative competence also includes the ability or skill to use that knowledge. Lyons (1970: 287) considers that: The ability to use language correctly in a variety of socially determined situations is as central a part of linguistic competence as the ability to produce grammatically correct sentences.

Secondary Education: Also called secondary education, secondary education, middle school, high school) is the objective of training the student to pursue higher education or to join the world of work. (www.diccionarioabc.com)

Chapter II: Review of the Literature

What is Literature?

Before beginning to analyze the theoretical framework of this TFM2, it is important to clarify what it is understood by literature. In the first place, it is necessary to look for an academic definition of that term. In the Royal Academy of the Spanish Language online, there are several meanings, but the ones that stand out for their interest in this work are the following: Set of literary productions of a nation, a time or a gender. "That is, literature is formally distinguished as an artistic expression and also as a set of texts with certain characteristics and arising from a context that can be historical, social or cultural. These two definitions they can give way to an endless debate about the nature of literature. However, in My TFM will focus on literature as an art form that allows the expression of opinions, experiences and ideas, as well as encouraging imagination and learning about different cultural aspects.

Citing the words of blogger MLM (2010) in his blog, where the lyrics sleep:

Literature is an art that is made with words, with illusions, with imagination, with beauty, with style, with time. An art that allows the expression of feelings, of experiences, of opinions, through literature we discover the culture and with it, the diversity of thoughts, ideals, dreams.

Mercedes Pérez Patón (2009, p.2), on the other hand, relates literature to a special type of linguistic communication, an aspect that interests us. For her, literature is composed of a raw material that is language; an elaborated, enriched language that always contributes to acquire this linguistic competence. Therefore, literature becomes as important as the language itself:

Literature, like language, allows us to receive and transmit information of very different nature and influence other people, with whom we relate, regulating and

guiding your activity. Literature, however, is a very special type of communication (2009, p.2).

Given the cultural institutionalization to which literature has been linked over the centuries, it should not be surprising that this has served as a means of learning a whole series of contents related to the most diverse disciplines: for example, in the field of History and Art History, the learning of creative writing, or the very fields of the contents of each literary work, literature has served as bridge through which the contents of all kinds transit, maintaining, then, its didactic value along the centuries.

This will not only be considered as the way and tool capable of helping develop the skill of reading or listening (through audiobooks), but also as an element capable of developing and motivating students towards the writing skill. As is well known, in any language, as you read, you are acquiring a familiarity with the language and an ease to use it. The style of any literary work proposes a syntactic, semantic and grammatical model that, added to that of other readings, increases the knowledge of the language, thanks to which later strategies can be developed. In any language, proper or not, reading habits lead to better writing and understanding. Not only is new vocabulary and expressions learned, but spelling and grammar are also improved. In addition, it could be said that writing is beginning to generate literature. Thus, the basic proposal is that every kind of English language can constitute a writing laboratory, or at least, the origin of a taste for literature that leads to later writing.

The Literature in the Teaching of Foreign Language

It is necessary to point out the different methodologies and approaches given to literature as a method of teaching the English language, since literary texts have not been used in the same way throughout the history of foreign language education. Thus, it will be possible to observe the reason why literary texts were excluded for a period of time from

the teaching plans. In the same way, the need to adapt some approaches so that the inclusion of literature in the teaching plans is possible.

As indicated by Maria Dolores Albadalejo (2007), in the 1950s a grammar model still predominated, although it boasted of making extensive use of literature "until it became the center of its teaching proposal, based on translation, memorization of grammatical rules and imitation of 'elevated' samples of language "(2007, p.2), did not exploit all its capabilities. The students did not have a wide variety of literary texts to develop their skills, limited to reading the materials delivered.

Carmen Cabrera de Mota (2006) indicates that the most developed skill during this period of time was the understanding of literary texts and that, although writing skill was used, it was not fully developed because:

[...] writing, in this case, does not imply writing in the target language, but rather translating the language of origin into the target language according to the instructions of the teacher. Both the reading activities and the Writing focus primarily on the sentence and word levels. In writing, the Grammatical precision is of utmost importance; however, trainees do not use the target language to communicate their ideas or thoughts but to translate or compose sentences that demonstrate their mastery of vocabulary and grammatical principles (p.58).

This methodology, called "translation-grammar method", was used from the eighteenth century to the middle of the twentieth century, in imitation of the teaching model of classical languages, with the rise of Latin and Greek. Salvia Lois Lugilde (2012) states that the main objective of this methodology was not teaching the foreign language studied, but rather "knowing its grammar rules in detail and being able to translate sentences and texts". As an example of activities, the students had to study classical literary works or fragments of them fixed by the canon, later to translate them to their native language. Is methodology, as we say, did not contemplate the study of literary works themselves, but

rather these worked as a vehicle that allowed knowing the grammatical structures and the vocabulary with which to translate them later. According to Lugilde (2012), the main characteristics of this traditional methodology of grammar-translation were the following:

The study of the language consists basically in the memorization of rules and vocabulary with the order to understand and manipulate its morphology and its syntax. The main skills with which one works are written comprehension and production; hardly affects oral comprehension and production. The lexicon is taught through the memorization of bilingual vocabulary lists. Prayer is the basic unit that is used to translate texts to and from the target language (the central practice of this method). The high degree of correction is the most important element in teaching. Grammar is taught deductively, that is, through the direct study of grammar rules. The mother tongue is used during the class for grammatical explanations and for comparisons between the two languages.

Given the shortcomings that such a specific format showed, this methodology began to be questioned, so that around 1950, "this traditional method falls into disuse and many critical voices emerge that discredit it" (Lugilde 2012), which coincided with the search for new approaches and approaches for the teaching of foreign languages.

From 1960 to the first years of the seventies, it was sought to break with the previous methodology and privilege linguistic criteria of greater scope in the teaching of foreign languages, following the so-called "structural methodology", which was not interested in literature as a tool for the classroom. Collie and Slater, cited in the article "Literature in EFL / ESL Classroom" by Khatib, Derakhshan and Saeed, expose that in the structuralism "literature was downplayed and ergo discarded to the periphery" (2011, p.201).

Literature could be perceived as a methodological obstacle due to the difficulty it could entail:

[...] the literary texts presented the added problem that such programming followed a graded structure depending on the difficulty that the students presented to the

structures and the vocabulary, and the literary works could not adapt to said gradation (Albadalejo, 2007, p.3).

De Mota (2006) describes that specialist linguists of this time affirmed that the phonetics should be the basis of linguistic studies (both in theory and in practice) and, therefore, oral expression should have preference over writing. Similarly, he explains that the proponents of this new system of teaching and learning foreign languages They argued that "the development of these skills was very important, since students needed to develop the ability to understand oral messages", as well as being able to engage in conversations in the target language (p.58).

For this reason, during this period the literature was relegated to the background and used only as a cultural complement, and always starting at the intermediate or rather advanced levels (Menouer, 2009, p.122). According to Matilde Martínez Sallés (in Menouer, 2009) the model structuralist claimed the importance of language and oral expression during the process of Foreign language learning:

[...] this was the beginning of a shameful and clandestine era for literature in the language classroom foreign had started a kind of exile (to continue with the political simile) only broken by secret incursions, almost never publicly accepted by teachers (2009, p.123).

Literature was a material away from the objectives of using a language used in everyday conversations by the natives of that foreign language. For this reason, texts created expressly for the teaching of languages were used, instead of the literary texts themselves, which were considered stagnant in time and too high and stylistically marked. In the 1970s, the methodology with nociofunctional programs appeared whose main objective was the innovation of the organization and description of the contents that were presented as an alternative to grammatical programs (Albadalejo, 2007, p.3).

However, despite the fact that literature could serve as an alternative to a language sample authentic, continued to occupy a secondary place and remained excluded from these programs didactic in the eighties, the so-called "communicative approach" was initiated, which favored communicative competence and related skills, continuing with the exclusion of texts literary works in favor of the use of texts created to teach the languages they contained, according to the general idea, plus practical and communicative aspects of the language. Quoting the words of Maley & Duff (in Albadalejo, 2007, p.4), "the literary language is seen as a form of essentially written and aesthetic language, very far from the expressions used in daily communication."

Currently, literature is gaining more relevance and importance as a teaching tool, not only because of its effectiveness and functionality as a tool for the acquisition and development of different language skills, but also because it also serves as a means to expand the student body cultural and social aspects (including the study of the work itself).

Literature in Secondary

Pérez Patón (2009, p.2) states that interpretation and appreciation of literature provide students with a series of values that are difficult to achieve with patterns of immediacy, accuracy and delimitation in which we are currently moving, which only seeks results tangible Through literature, in the opinion of the author, it can be shown to the students other aspects of human life, experiences and ideas from other times and places, perspectives that otherwise would hardly guess. This author highlights how literature promotes a series of competences in students of these ages. In addition to adjusting to the communicative pattern already presented by Jakobson (as a communicative act that requires transmitter, receiver, channel, context and message), and to constitute an own elaboration by which the author presents his unpublished and original contribution as an

aesthetic proposal, Literature is also a tool towards knowledge: each work contributes a vision of the world and of the different historical, economic, social and cultural contexts, reflecting attitudes and ways of behaving of different social groups.

Along with the didactic nuance, Pérez Patón also highlights the aesthetic pleasure that the literary text can produce, although it must be highlighted that this pleasure will depend on the type of literary text in question, according to gender, formation, the own elaboration or the age range of the readers. For this reason, at the time of using literature in the classroom, it is important to know both literary tastes and interests of the students as the degree of elaboration of the text, since it may not be appropriate both by age and by difficulty. Similarly, the context could be included since it can be combined with other areas depending on what is being studied in that level at that time. As Carlos Lomas (1996, p.29) affirms, it is difficult to establish a correct way to teach literature in the E.S.O., since there is "all kinds of opinions divergent and an almost infinite diversity of ways of understanding (and doing) literary education".

Anyone who has taught literature in secondary education is aware of how different ways of understanding literary education coexist among teachers, which translate into different ways of selecting content and literary texts, in different ways of organizing activities and, above all, in the use of pedagogical methods that sometimes appear as Exclusive (Lomas 1996, p.29).

That is, many times the factor that hinders or even sometimes prevents learning and understanding of the student through the literary text may be precisely the traditional methodology. On the other hand, the different objectives of teaching literature raised by Pérez Paton (2006, p.4) that she focuses on the subject of Spanish Language and Literature, may also be applicable to the teaching of First Foreign Language. In turn, Lomas (1996)

proposes as its main objective: The acquisition of reading habits and skills of text analysis, the development of reading competence, knowledge of the most significant works and authors in the history of literature and even the encouragement of literary intention writing (p.28).

Definitely, there is a difference between the teaching and learning of the language maternal (in this case the Spanish language) and the First Foreign Language. However, there may be a relationship between these objectives when it comes to teaching through literary texts. As stated in the Curriculum of the First Foreign Language (Decree 83, 2016, p. 18235) regarding the contribution of competences, students can make use of strategies and skills that you already have in your mother tongue and transfer them to English language learning, such as using "relevant details of a text, infer lexical meanings or structures by contrasting with their own language." By therefore, to facilitate the learning of students through literature, coordination with the teacher of the subject of Spanish Language and Literature would be helpful for the students could have prior knowledge in their mother tongue about the literature or the teacher could know the literary competence of the students.

The Role of Literature within Methods and Approaches to Teaching / Learning a Second Language

Originally, literature and the teaching of a second language had a very close relationship. More than 500 years ago in the Western world, Latin was the dominant language in education, commerce, religion and government. Until in the S. XVI as a result of various political changes in Europe, French, Italian and English, the so-called "modern languages", began to gain importance to the detriment of Latin, which was progressively losing its status as a language of communication and writing. However, the basic

procedures used to teaching this classical language, based on the study of grammatical rules, the memorization of immense lists of vocabulary and decontextualized sentences for translation, became the standard model for studying foreign languages during the seventeenth and nineteenth centuries (Richards, JC and Rodgers, TS, 2001).

For hundreds of years, the role of literature in the foreign language curriculum was unquestioned. It was believed that learners could only appreciate a language through the study of its highest form of expression. (Bowler, B. y Parminter, S., 1993, pág. 4)

The Grammar Method- Translation

The grammar-translation method had its peak between the beginning of the century and the beginning of the decade of the 1960s. Within this method, great use was made of literature, almost making it the center of its proposal. The classic idea was maintained that reading the most recognized literary production is the best way to know the culture and its speakers (Stern, 1987).

According to this pedagogical method, based on the Latin teaching model as mentioned above, the students had to know the grammatical structures of the target language to be able to develop a perfect translation of the texts in their original version. So, later they would learn the forms and the vocabulary of the second language. Therefore, as pointed out by Gómez Parra and Roldan Tapia, this method does nothing to promote the communicative competence of the students (Gómez Parra, M^a Elena and Roldan Tapia, Antonio, 2004, page 82).

We therefore find a structural approach to teaching and learning a second language, in which literary texts have a merely instrumental character instead of contributing to the

personal development of students, allowing cultural awareness and developing language skills. Carter and Long (1991: 183)

Instead of being concerned with how a literary text renders an author's experience of life and allows us access to human meanings, the structuralist is only interested in mechanical formal relationship such as the components of narrative, and treats the literary text as if it were scientific object. (Carter, R. y Long, M.N., 1991, pág. 183)

From this perspective, the material or teaching resource par excellence are textbooks that according to Richards and Rodgers consisted of statements of abstract rules of grammar, lists of vocabulary and sentences to translate (Richards, J.C. and Rodgers, T.S., 2001). The texts or literary extracts of prestigious works recognition in that second language, were exploited taking into account their grammar and vocabulary, without paying too much attention to their content. These texts were considered as a collection of sentences or models of structures that should serve as an example to create similar ones. Therefore we conclude that literature at the beginning of the sixties was clearly included within the curriculum of a second language, although not so much by it, but by the possibilities it offered in terms of its grammatical structures.

The Direct Method

This method arose at the end of the XIX century and the beginning of the XX century from the ideas of the first reformers and defenders of the "natural method" such as F. Gouin, L. Sauveur and C. Berlitz who tried to build a methodology based on the naturalistic principles of language learning. Sauveur, among others, argued that: A foreign language could be taught without translating or using the student's native language if the meaning was transmitted directly through demonstration and action (Richards, JC and Rodgers, TS, 2001, page 21).

That is to say, it began to be considered that the learning of a second language could be carried out in a similar way to how the mother tongue is acquired. These naturalistic principles of language learning created the pillars of what is known as the "direct method", which is based on the previous premise and tells us that the learning of a second language should be similar to the learning of the mother tongue in terms of interaction, spontaneity and without using translations or analysis of the grammar rules (Gómez Parra, M^a Elena and Roldan Tapia, Antonio, 2004, p.84).

Reading Methods

A quarter of a century later the use of the direct method decreased considerably, since some drawbacks were observed. One of the most important was the need to have native teachers or an expert level in the oral skills of that second language. The teachers had to make great efforts to make their explanations in the target language understandable to the students, so that perhaps it would be easier to do it in the mother tongue (Richards, J.C. and Rodgers, T.S., 2001). Due to these difficulties, there was a resurgence of the grammar and translation method and a new approach oriented to the development of reading (especially in the United States), much easier to teach by teachers, since that most of these did not speak the second language with the expert level required by the direct method. A more reasonable objective for the study of foreign languages would be knowledge through reading in the foreign language, which could be get through the gradual introduction of words and grammatical structures into simple reading texts (Richards, J.C. and Rodgers, T.S., 2001, p. twenty-one).

The Audiolingual Method

The outbreak of World War II means that the US military needs to be trained to use foreign languages orally; therefore they needed a more efficient and faster method to learn.

Because these historical circumstances arose during the 1940s and with a greater boom in the 1950s, the audiolingual method in the United States, which came partly from the direct method. This method is based on a structural conception of the language, from this conception the language is considered as: A system of structured elements forming hierarchies. These structures encode meaning, sound, forms, etc. and all languages can be described in structural terms. Learning a language thus means learning the rules that govern the combination of all the elements (phonemes, words, phrases, sentences, etc.) (Gómez Parra, M^a Elena and Roldán Tapia, Antonio, 2004, page 84). Logically, with this teaching-learning method of a second language, there was no opportunity to accommodate literature within the curriculum, since it was perceived as a form of written expression. Although the literary texts had numerous examples of grammatical structures, they also contained many words and very complex expressions that were considered inappropriate for second language learners, especially in the initial stages of learning. Therefore, at this time, literature is completely forgotten in foreign language classes.

Literature in the Secondary Education English Classes

The Organic Law of Education (LOE) of 2006 was a law that tried to improve the results and the methodologies that were developed in the LOGSE. We can say that one of the strong points of this law was the teaching of English. This subject was given greater importance, entering first grade. On the other hand, it is specified with educational centers, both public and private, the bilingual section in English, by which some subjects of the curriculum in English are taught. Normally these subjects usually correspond with Knowledge of the Medium in English (Science), and the subject of English as such.

Therefore, the use of literary texts as a resource in the teaching of languages gives us the opportunity to help students achieve fundamental objectives that they must acquire

during the Secondary Education stage. First foreign language that must take into account that in the Secondary Education Stage is based on a basic level of competence so, both in the communicative interaction and in the compression and production of texts, it will be essential to always refer to family contexts to the students of this age, taking advantage thus the previously acquired knowledge and the capacities and experiences that it possesses. Starting from this fact, a use of the contextualized language must be encouraged, within the framework of communicative situations of different spheres and that allow a use of the real and motivating language.

We agree that literary content must be present in the foreign language classroom; however we believe that the material does not always have to be adapted. Logically the teacher will have to select the texts carefully, taking into account the criteria that we have mentioned before, so that they are authentic and the students can access them without the authenticity supposing a barrier, but it is a great enrichment since they will be facing to a text if no "filter" of the target language. Within these diverse texts, the literary texts would have room to develop the capacities that this decree proposes for the students of Secondary Education. However, we continue analyzing the contents for the different levels of Secondary Education and we do not find any reference to the use of literary texts in the English language and instead it refers to the reading and writing of different types of texts from everyday situations of social relationship, means of communication and texts to learn and to be informed.

Chapter III: Methodology and Data Collection

This document defines the methodology to effectively fulfill the purpose of the research topic, with different stages to follow to achieve scientific knowledge of the research. To improve the problems that arises during it.

Method.

What we use in this field of research is the analytic-deductive method.

Instruments.

In accordance with the purpose of the research, the survey instrument was used, since it is a quantitative social research instrument when consulting a group of people chosen in a statistical way, carried out with the help of a questionnaire.

Technique.

For data collection, we use the interview technique and the observation that will be applied to Leonidas Ricardo Roman high school professor and students of the Directorate of Educational District 09-01.

Design of the investigation.

The term research design refers to the plan or strategy designed to obtain the information that is desired. The present investigation has a non-experimental design of descriptive-explanatory because the causes and consequences in which the phenomenon appears were taken into account.

Population.

The object of study of the universe in this project is the professor and students of the fifth year of high school of the Leonidas Ricardo Roman educational center, with a student population of 3 teacher and 50 students chosen at random.

Schedule (Schedule) of Activities

Calendar of Activities

Activity	Week 1	Week 2	Week 3	Week 4
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X	X	
Application Survey			X	
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report			X	X

Chapter IV: The Results and Data Analysis

Expect Results

In this chapter, we present in detail the collection of data obtained during the research that was carried out with the correlation literature-teaching of the English language. The research was carried out at the secondary school Leonida Ricardo Roman, belonging to district 09-01, of the province of Valverde, Mao, during the school period of August -December 2018-2019.

As you can see, the vast majority of respondents use literature completely within their classes, therefore, after analyzing the variety of literary genres we have and all the benefits they can provide students when it comes to learning a second language, we realize that teachers, despite the fact that they claim that they use literary texts in their classrooms, do not exploit all the variety of literature currently available and rely too much on the texts that appear in the books of text, as well as adapted short texts. Nor do they take advantage of authentic literary texts, which, as we have mentioned in our work, make students exposed to a genuine language without distortions that familiarize them with the linguistic uses of the target language.

In addition, their responses indicate that they use literary texts in a timely manner in certain activities and not as the central axis of learning in the classroom.

Conclusion

Analyzing all that has been exposed we have observed that literature is a very useful resource for learning a second language, since it provides the opportunity for students to learn new vocabulary, structures, cultural aspects, etc. within a much more motivating context and makes them have a favorable predisposition to learning a foreign language which improves their competence in the target language.

In addition, literature has a broad educational function, is universal and varied, encourages the use of the four basic skills, is an authentic material, involves the student personally in their learning and encourages their interpretive skills. However, despite the multiple benefits that literary texts bring to students and being a useful tool to help students achieve fundamental objectives of the Secondary Education stage and specific to the area of English as a foreign language, the regulations Current governing educational intervention in the area of foreign language does not encourage its use as a pedagogical resource in the English class.

On the other hand, a large part of teachers today are based excessively on texts that appear in textbooks, which are usually short and adapted. Despite the results, most teachers value their use positively and consider it very beneficial for their students. Maybe teachers need the current regulations to help them more, to increase personal resources, schedules ... etc. Or maybe they will be provided with training in methodologies that favor the use of literary texts and access to a wide range of resources and materials. For this, it would be a good idea to create common libraries of material that have multiple literary texts or even that the teachers themselves share their activities.

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Tesis in option to the Degree of Doctor of Pedagogical Sciences. Matanzas: University of Pedagogical Sciences "Juan Marinello Vidaurreta"

Attached

UNIVERSIDAD AUTÓNOMA DE SANTO DOMINGO
Faculty of Humanities
School of Foreign Languages EFL

QUESTIONNAIRE FOR PROFESSOR AND STUDENTS

1. Institution _____ 2. Teacher's name _____
3. Class Level _____ 4. Age _____ 5. Sex _____

The instrument, mentioned, allows collecting specific information of different answers related to application of literature in the English class, it is composed of 8 elements that allow describing the characteristics of the situation.

1. Do you use literary text how poem, short stories, novel in your English class?

- a) Yes
- b) No
- c) Sometime

2. What type of literary text do you use?

- a) Romantic
- b) Poem
- c) Short stories

3. Consider the use of literary text as pedagogical research within English as a foreign language classes?

- a) Yes
- b) No
- c) Sure

4. Does current legislation facilitate the inclusion of literature within English classes?

- A) Sure

b) No

c) Never

5. Would you like to use more literature in English in your classes?

a) Yes

b. No

6. What do you need to use literature in the English classroom?

a) Dialogue

b. Personal Resources

c. Change in the curriculum

7. What benefit do you receive when you use more literature in English?

a. Better knowledge

b. Greater vocabulary growth

c. Improve my pronunciation and writing

8. You have reading habits both in classes and at home

a. Yes

b. No

Thank you